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Locus of Control Type Impact within Instructor's Behavioral Style and Students' Job Satisfaction in Completing Thesis at Faculty of Mathematics and Natural Science in Medan State University

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Abstract

The managerial system is essential as an organization in an university is to manage learning proces and students' guidance. In respect to the thesis' instructor required to concure between leadership style and student's external-internal variables. Very endeavors to meet students' satisfaction (called as an indicator of effective organization) in the scope of Medan State University (UNIMED), its necessary to recognize instructor's leadership style and students' characteristics amid guiding students. Self-evaluation data in 2011 inferred 40% students were dissatisfied with. This research is to unveil about whether instructor's leadership style and/or locus of control contributed to students' job satisfaction in manner of completing thesis. This research took samples from 200 students who were completing thesis and technical analysis used variance analysis (ANOVA) two factors. Calculative figure of examined behavioral style impact was $F_{\text{count}}=7.14 > F_{\text{table}}$. Locus of control impact was $F_{\text{count}}=7.46 > F_{\text{table}}$ and interaction was $F_{\text{count}}=9.21 > F_{\text{table}}$. This figure inferred an immediate impact between leadership style and locus of control partially or completely imposed significant influence toward students' job satisfaction in completing thesis.

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The students with internal locus of control type are relevant guided by supportive, participative prestigious oriented instructor but not cooperative guided by directive style. Students with external locus of control are tolerantly guided by participative, supportive instructor but contradictory with directive and prestigious oriented instructor. Moderate leadership style is compatible to participative instructor.

Keywords: Instructor behavior; job satisfaction; students' locus of control type; Thesis.

1. Introduction

The effectivity of an organization includes an university measured by quality, productivity, efficiency, satisfaction, adaptability, and keeping abreast of development [15:24]. One of them is to run strategy by fostering close relationship with students, inquire students, explicitly to find out what do they expect from being partnership, and to find out feed back from student is part of endeavor of university to drive achievement of quality [32]. Good management of academic program focused on students' success into learning process, began with planning, organizing, performing, controlling must depend on students' learning necessity [8]

The main function of students' guidance are for a distribution, concurrence, adaptation, and teaching function is instructive function to help students in completing their own parts [43]. Instructor's judgmental-based in guiding students to complete thesis is earnestness in completing thesis research, critically denileating thesis' case, saving time, honest and transparent in expressing idea conveyed in thesis, and produce good writings [7:34].

Medan State University (Unimed) is an university renamed from Institute of Teacher and Science of Education (IKIP) Medan the theme is to ever educate and promote cultur. Conveyed within vision and mission and goal is to generate qualified graduates and professional; producing, developping and disseminate science and technology, and/or art; inovative arts and productive [38].

Directive leadership and prestigious oriented instructor is incongruous to guide students who are poor ability, meanwhile participative type relatively able to promote students' satisfaction [3]. Internal factor of locus of control is a factor that needs to pay more attention in promoting students' job satisfaction. Statement of Marthin Luther King Jr [In 5] if you want to be psychomotor to people, should they be directed with positive vision, with providing essential values which granting what they want, and must be prepared in away to revive that they feel can inspire themselves to follow.

An important component of organizational culture is a good interaction between superior and subordinates and coworkers, in order to bring about work motivation driving season of job satisfaction [10:60]. An effective leader is supposedly susceptible about changes, able to analyze strong and weakness of human resources in order to be able to maximize organizational works sphere and solving problem precisely. Effective leader is most to encourage the followers to reach great optimism, self-confidence, committed to the set up goal and mission of the organization [11]. Leadership is a process to motivate and encourage others to work hard in order to actualize and serve organizational objective [23]

Miller [22] stated that leadership style has a positive relationship with subordinate's job satisfaction. The theory Path-Goal & Mitchell [11] offer a chance to the leader to bring up better performance with providing activities to encourage subordinates in that way to convince that the end worth may be granted by a serious effort. Particularly, thesis' instructor leadership style has a big chance to cause student's job satisfaction to complete thesis [3]. But some of internal and external resources bringing forth satisfaction such as locus of control, ability, structural project, work environment. Rotter [30:45] in his research was denoted that locus of control as an action whereas someone accepting personal credibility on what had happened to themselves, whether internal or external. At the mean time external control pointing to conviction that an event might not have any direct relationship with action done by self beyond his/her undercontrol [19:102]. Reference [24:39] also stated alike that individual with internal locus of control has a greater effort in order to get more chance to achieve the success.

Previously described that, a thesis instructor as an individual leader for a group of students who will complete their thesis work is requisite to put up with their leadership style with students' external and internal variables as individual stand as a member of organization in a scope of Medan State University. A leader who succeed in case of his/her capability to analyze variables as a ground to resolve and make effective decision to achieve the goal. Tony Kippenberger [37:10-11] stated that effective leadership style is one of excellent competitive, leader supposed to get used to leadership style with subordinate's characteristic diversity and work situation. An effort to achieve satisfaction (as an indicator of effective organization) from students around Medan State University, needs to be concientious of alternative appropriateness of instructor's leadership style in the process of guiding a research for thesis with internal variable (locus of control and academic ability) through a research outlined: Locus of Control Type impact Within Instructor's Behavioral Style and Students' Job Satisfaction in Completing Thesis at Faculty of Mathematics and Natural Science in Medan State University.

From above descriptive background the case of this research is summed up:

1. Does instructor's behavior impact to student's job satisfaction in completing the thesis?
2. Does locus of control impact student's satisfaction in completing thesis
3. Do locus of control and instructor's behavior simultaneously impact student's satisfaction in completing thesis?

2. Theoretical Fundament

Leadership defined as an user of vary influences without coersive to motivate people to achieve the goal. Leadership dimension is an existence of group or member, activity, and goal in an organization. Usman [14:273] expounded that leadership is individual behavior to conduct any activities in a group to achieve the goal. Leadership as an ability to encourage group to move forward to achieve an objective goal [29] Vishal [41] stated that leadership focused not simply to material worth as a goal, but for motivation, award, compliment, or work satisfaction. In virtue of educational realm [20] wrote, a leadership assumed made it if

prioritizing satisfaction on a good job or prestige retained, without ignoring good or bad, but admitting what was obtained is really upon his/her thoughts.

Leader in an organization with all intelligence, emotion, spirituality, ability, and leadership style is prominent part and in charge to achieve the organizational goal. Leadership style as a bunch of characters used by leader to encourage subordinates in order to achieve objective goal or either that leadership style is a pattern of behavior and favored strategy and its often applied by a leader [40:42].

The theory which was developed by Blake and Mouton [In 29:437] referred managerial grid, divided leader's behavior with "style of concern on people" and "style of concern on production". It is different with prior research, Scandinavian research adopted dynamic aspect with developing oriented style, beside employees oriented style and productive oriented style. While contingency model of effective leader which expanded by Fiedler [In 12:343], that prestigious group relied on interaction between leadership style in manner of content at the advantageous or disadvantageous. Leadership regarded in relation to authority and influence. A model that contradicted with Fiedler Model was Vroom-Yetton leadership Model. Fiedler Model pondered adversarially that leadership should have been supple to change leadership style in order to go well with situation [12:353].

Leadership Model expanded by Hersey-Blanchard had considered situational perspective in setting up leadership style. Situational leadership which expanded by Hersey & Blanchard based on casual relationship between applicable behavior in directing project, some emotional supports provided, and subordinate maturity extent [14:309]. Developing leadership theory began with on 1970 to 1999 was path goal model, this theory defined how a leader brought about satisfaction and performance of subordinate [11:256]. Developing leadership style by House (in Robin & Mary, 2008) referred to path goal model leadership had 3 factors influencing prestigious work and worker's satisfaction as a set of goal in organization. This factor consists of leader's behaviour (main factors), and moderator (buffer) and environmental factors and subordinate factors. University is an organization, because it has goals, members, academic activities, leaders, project structure, set goals to be achieved [28:18]. In university lecturers are unity to form subsystem playing a part to effectuate management process in connection to learning process and academic instruction and thesis.

There are three important individual factors that impact organizational goal, they are individual characteristic, individual motivation, individual appreciation [15:16]. While Slocum [33:47] stated locus of control is how far people convinced that they are able to undercontrol events that have an affect into themselves. Many researches had been done over to explain locus of control in both internal aspect and external control [35]. Subordinate with an ability to run the task and has had experiences not quite properly need an additional direction and that's why responding negatively to directive leadership style, like this subordinates are more motivated with participative style or prestigious oriented. Likewise, inexperienced subordinates or low ability referred that prestigious oriented style will be overwhelmed when dealing with challenging work [42:360].

An individual has internal locus of control according to Kreitner and Kinicki [17], fond of competitive, working hard, chased time feeling and eagerly to do the best than before. Thereby will always have apprehension, worry or a little bit anxious on matters dealing with. On the other hand, one who has external locus of control feels

unable to deal with problems incurred to his/her self. This is the way to bring in anxiety, worry, apprehension and feeling more powerless in contrast to one who has internal locus of control [18].

Work satisfaction is an indicator to measure effectivity of an organization. Leader to be oriented on attitude that might be able to demonstrate how far it is an organization can meet the need of his/her members, so they feel satisfied in working [9:149]. Content is multidimension, where one feels satisfied or not with his/her job, superior, work environment, means gained, coworker, etc. [2:56]. According to Robbins [27], job satisfaction is a common attitude or effective reactive of an individual on his/her job, derived from comparison of incumbent actual income with what was expected.

Smith [34] stated that job satisfaction is a worker's feeling on his/her job, this is a common attitude based on assessment aspect for a job. Job satisfaction in intense of enjoyment could be sensed by one who is playing a prominent part on a job in organization [26]. Measuring variable of job satisfaction by Colquit [6:474] had 4 (four) indicators which is most important in a job will arouse response on job satisfaction, the job itself, coworker, supervision, and promotion. Hofman[13] stated that satisfaction is individualistic, but being a measurement of a leader success to anticipate the diversities, there is the extent of satisfaction will have only to get compliment for his/her job, but there is people only to pursue for a means as compensation. Luthans [21] stated that job satisfaction is an attitude, internal cognitive state. Job satisfaction demonstrates emotional attitude of a worker pertaining to the job so the worker has an assessment itself in concern of excitement, whether positive or not upon the job [21].

Robbins [29] stated that satisfaction is measureable based on single global rating and summation score arrayed on sum of work aspect. Single global rating not more than requiring individuals to answer questions. For instance "throughout whole instruction process, are you satisfied on instructor's inputs in helping your last job accomplishment?". Assessment scale to each substance is descriptive with score 1 to 5 corresponding with answers on questions that have option began with category "Most Satisfied" up to "Most Dissatisfied"

Through function side, an instructor will have to work to help students in completing thesis, assisting to guide discussion, or act as student's supervisor in completing last project. About instructor should have been wise in choosing and to apply behavioral manner in accord with student's ability in order to be able to bring about student's job satisfaction.

Generally job satisfaction of organizational member is a measurement of organizational effectivity and even laid to some leadership model, to turn in becoming last goal. Job satisfaction variable is influenced by many factors and process, began with main cultural variable and organizational structure, style and leadership authority, process and team work characteristic, cultural value and individual ability [6:102]. Someone's variable performance can be explicable or influential by interaction of ability and attitude. This is explicit that ability and attitude on job itself is the factors that working as moderator to performance or job satisfaction [39]. The research of Syed Shafaat Ali Syah [1] actually there is significant positive correlation between instructor's behavior with academic performance and students' satisfaction. Reference [25] actually lecturer's locus of control and dean functioning as variable moderator between related behavioral style with satisfaction and

hierarchy around faculty. Research Syed Shafaat Ali Syah [36] actually there is significant positive correlation between lecturer's behavior with academic performance and students' satisfaction. Salazar Jon [31] regarding 332 managers apparently that they who have external locus of control reflecting significant lower satisfaction in contrast to they who have internal locus of control.

Ability, locus of control and authority are situational characteristic from subordinate that need to be considered by a leader in running management process in an organization in order to achieve the goal. Smith, et. al. which was recited by Luthans [21:145] exhibited 6 important factors influencing job satisfaction: the job itself, wage or salary, promotion, superior/supervision/supervisor, and coworker. By Mullin [4:6] that the factors influencing job satisfaction, among them: Individual factor such as intelligence/ability, social, cultural, attitude, belief and organizational value like supervision and leadership style, and environment.

Leadership style of thesis' instructor must be synchronized with student's internal factor, like academic ability and locus of control type to promote student's job satisfaction in completing thesis. Synchronization existed to spur on work motivation, attitude and positive ethical work. Leadership effectivity mostly depends on concord between leader, follower, situation, and flexible leadership style in any situation [12:333].

The factor of students' ability, type of locus of control, and other external factor, working as barriers factor or becoming catalyst to promote work motivation and job satisfaction in completing thesis. It depends on instructor's appropriateness as a leader to choose and apply behavioral style with factors which are belonging to the students [12:383]. The students who have internal locus of control type will be more satisfied with participative behavioral style of instructor/leader, while members who have external locus of control type will be satisfied with directive behavioral style [29:449].

Ability and leadership style can help members to work effectively or to turn down subordinates' effective work [33:47]. While Colquit [6:472] hinted at organizational goal achievement depends on discretion and ability to stimulate members' work activity by pondering subordinates' ability and characteristic. Cognitive ability impacts members' performance and satisfaction. Student's academic ability impacts related instructor's leadership style with student's satisfaction in completing thesis [3].

3. Hypothesis

1. Instructor's behavioral style impacts to job satisfaction of students in completing thesis.
2. Students' locus of control type impact their job satisfaction in completing thesis.
3. Students' locus of control type impact related instructor's behavioral style with students' job satisfaction in completing thesis.

4. Review

In average the students' job satisfaction of internal locus of control was 3.4 and of external locus of control was 3.32. Both these average scales definitely referred the extent of students' job satisfaction without

distinguishing instructor's behavioral style, actually, the thesis existence sit on a higher level. In complete average variation figured on table 4.1

Table 4.1: Student's average satisfactions typical locus Internal-Eksternal

Behavior Style Locus Of Control	Directive	Supportive	Participative	O.Prestige	Average
Internal	3.88	2.84	4.24	4.00	3.74
Exsternal	2.88	3.64	4.04	2.72	3.32
Average	3.8	3.24	4.14	3.36	3.53

In table 4.1 there is a trend saying that students' satisfaction must have internal locus of control relatively similar with external, but tended more variational or different if it is clasified by instructor behavioral type in guiding completing thesis. From the two sections seemed that the students who are led by participative behavioral style instructor inclined to be more higher than another style.

4.1 Examined Hypothetical Behavioral Style with Students' Locus Of Control Type

Examined Hypothetical Statistic:

1. The Influence of instructor's behavioral style, to students' satisfaction in completing thesis,

$$H_{0.21} : \alpha_j = 0 \text{ for each } j=1.2.3.4$$

$$H_{1.21} : \alpha_j \neq 0 \text{ for each } j = 1.2.3.4$$

The calculative figure was $F_{\text{count}} = 7.16$ and $F_{0,01(3;172)} = 3.88$ and actually $F_{\text{count}} = 7.16 > F_{\text{tabel}}$ so resisted $H_{0.21}$. Means, instructor's behavioral style impacts students' job satisfaction in completing thesis.

2. The influence of students' locus of control type to satisfaction in completing thesis,

$$H_{0.22} : \beta_i = 0 \text{ for each } i = 1.2$$

$$H_{1.22} : \beta_i \neq 0 \text{ for each } i = 1.2$$

The calculative figure was $F_{\text{count}} = 7.46$ and $F_{0,01(1;172)} = 6.76$ and actually $F_{\text{count}} > F_{\text{tabel}}$ so resists $H_{0.22}$. Means, students' locus of control type impacted satisfaction in completing thesis project..

3. Influential interaction of instructor behavioral style and students' locus of control type to job satisfaction.

$$H_{0.23} : I_{ij} = 0 \text{ for each } i = 1.2 \text{ dan } j = 1.2.3.4$$

$$H_{1.23} : I_{ij} \neq 0 \text{ for each } i = 1.2 \text{ atau } j = 1.2.3.4 ; \text{ dan } i \neq j$$

The calculative figure was $F_{\text{count}} = 9.21$ and $F_{0,01(3;172)} = 3.88$ and actually $F_{\text{count}} = 9.21 < F_{0,01}$ so resisted $H_{0,23}$ to the level 0.01. Meant, on the level of credibility 99% that instructor's behavioral style significantly interacting with students' locus of control type to impact satisfaction in completing thesis.

Table 4.2: Anova to Locus Of Control and Instructor's Behavioral Style

Variation Source	Sum of Squares	Degree of Freedom	Mean Square	$F_{\text{count.}}$	F_{table}	Conclusion
Constant	2492.18					
Total	293.82	199				
Group	66.86					
Error	226.96	192	1.18			
GP Instructor	25.38	3	8.46	7.14	3.88	Resisted H_0
Type LC Students	8.82	1	8.82	7.46	6.76	Resisted H_0
Interaction	32.66	3	10.89	9.21	3.88	Resisted H_0

5. Conclusion

Research conclusions:

1. Behavioral style (directive, supportive, participative, prestigious oriented) of thesis instructor impacts significantly to students' job satisfaction in completing thesis.
2. Students' locus of control (internal and external) impact significantly to students' job satisfaction in completing thesis.
3. Locus of control type has significant influence to related instructor's behavioral style with job satisfaction in completing thesis.

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